



Supporting young people with SEND to be prepared for adult life

Frequently asked questions (and answers) from a webinar facilitated by Julie Pointer – Preparing for Adulthood Lead

| Question | Answer | Further reading and resources |
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| <p>Where do the job coaches come from and what are the skill set they should have?</p> | <p>Job coaches were traditionally employed by Supported Employment services, commissioned by the Local Authority. More recently many post 16 providers have employed job coaches using high needs funding. The role of a job coach is to:</p> <ul style="list-style-type: none"> • Support young people to enable them to help them find and learn from any work placements and to make a positive progression into paid employment. • Job coaches need high levels of energy and enthusiasm and a belief in the right and ability of young people to work even if they need high levels of support. • Effective job coaching means being creative and flexible so that the individual being supported gets just the right amount of support to learn the job well. • Job coaches need to be able to recognise when and how to provide support, and when to increase, decrease or remove it. • Job coaches need specific skills including Training in Systematic Instruction so they can support young people who are likely to need it to learn complex tasks. They should also be skilled in working with employers. • Job coaching may involve supporting people in jobs with unsocial hours so their contract will need to reflect working outside of term times and allow for different work shifts. |  <p>How_to_Support_You ng_People_With_Speci</p> <p>Lots of additional resources in this document.</p> <p>There are a number of supported employment services across England this gives an example of what they do: http://waysintowork.com/about/</p> <p>Our website has employment resources too: https://www.preparingforadulthood.org.uk/downloads/employment</p> <p>Manor Green School have a lovely video that explains the work they are doing: http://waysintowork.com/case-studies/manor-green/ https://www.base-uk.org/nos</p> |

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| | <ul style="list-style-type: none"> National Occupational Standards exist for supported employment services. | |
| Are the pathway diagrams in the webinar available online? | The pathways came out of a previous programme called “Getting a Life” that was designed to look at how we support those with the most complex needs to have a good adult life. The resources are a little out of date now but, as I said in my presentation, still very relevant. | All of the resources and background information can be found here: http://www.gettingalife.org.uk/ |
| For parent carers starting to consider their child's pathway to adulthood, what would be your key bits of advice? (Resources, reading etc.) | <p>The main thing is to think about this as a gradual process from when children are quite little. Supporting them to be independent in small things like choosing what they wear, if they have orange or apple juice etc. is so important from when they are small.</p> <p>I have had many conversations with young people at year 9 who have said that they are expected to make really big discussions like what they want to do with their lives when they haven’t really been that involved in the smaller ones and that can be overwhelming!</p> <p>The attached resource should help, also there are some great new books coming out by “Books beyond words” to support those who have more complex needs to think about employment. They have a range which you can see.</p> |  pfa_checklist_-_familie_s_final_.pdf This is part of a full suite of tools which can be found here: https://www.preparingforadulthood.org.uk/downloads/pfa-self-evaluation-tool Books beyond words: https://booksbeyondwords.co.uk/ |
| Have you got some constructive examples of what might be included in a local offer to make is more inclusive? | <p>We have just updated our Local Offer guide for Preparing for Adulthood which should help. If forums are able to work with their LA’s to ensure they have thought about the content that would make a huge difference. We tested it out in the SW region and they found it really helpful.</p> <p>I think the most inclusive Local Offer we have seen is Richmond and Kingston who have a good young people’s section, also Gloucestershire, although I am sure there are others and we would love to have your recommendations too!</p> | Local offer guide: https://www.preparingforadulthood.org.uk/downloads/local-offer/developing-the-preparation-for-adulthood-section-of-the-local-offer.htm Richmond and Kingston Local Offer: https://www.afcinfo.org.uk/local_offer Gloucestershire Local Offer: http://www.gloshfamiliesdirectory.org.uk/kb5/gloucs/gloshfamilies/family.page?familychannel=2_2 |

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| <p>If a plan has been badly written with no PfA outcomes can the plan be ceased by the LA as they assume that the plan has achieved its aim even though a YP is left with nothing beyond college?</p> | <p>The code says that the LA should use the review prior to ceasing the plan to agree the support and specific steps needed to help the young person to engage with the services and provision they will be accessing once they have left education, this includes health and social care provision although there will be eligibility criteria attached to these.</p> <p>I think if this is a specific issue for a family they should approach their IASS service and get advice including legal advice if needed.</p> <p>Anyone without a plan can request an assessment for one between 19 and 25 years.</p> <p>More post 16 providers are developing Supported Internships for young people with SEND and there is national support and guidance to help them to do this. More Local Authorities are including preparing for adulthood outcomes in section E of the plan template. This gives an opportunity to think about these outcomes from much earlier on to plan the right support.</p> <p>What we hope for in the future is that we start to prepare young people for their adult lives much earlier (before year 9!) so that they are working towards the PfA outcomes to have a good adult life.</p> | <p>Page 202 of the Code of Practice covers ceasing plans. https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p> <p>IASS https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network</p> <p>IPSEA have good legal information too: https://www.ipsea.org.uk/</p> |
| <p>It would be good to see some of your examples of short breaks being used to enhance independence skills.</p> | <p>Some of the learning from this came from the demonstration sites. There is a good example regarding Ben where an individual service fund has been used to support all his needs across education, health and care which has included the use of PA's in the community to develop independence.</p> <p>Wiltshire have done some good work on short breaks and you can see what they offer through their newsletter.</p> <p>Also Gloucestershire run their "Of course We Can" inclusive short breaks activity programme which has independence and inclusion behind what it offers. Again I am sure there are others out there!</p> <p>Some young people have also used their personal budget to employ a job coach to help support them into employment.</p> | <p>Ben's story: https://www.preparingforadulthood.org.uk/SiteAssets/Downloads/agqzr2si636383187564526652.pdf</p> <p>Wiltshire short breaks news: http://www.wiltshireparentcarercouncil.co.uk/en/Short_breaks_-_Short_Breaks_Bulletin</p> <p>Of Course we Can! https://www.activeimpact.org.uk/</p> |

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| <p>A lot of our very complex young people don't have the capacity to consider how to manage their health or what good health means to them. Would the parents be involved in that? What is the parents' position when young person is 18+</p> | <p>What you are describing here is mental capacity. It is really important that we assume that young people do have capacity and that we support them in any way possible to be able to make their own decisions, the law says that from the age of 16 those young people with capacity should be able to make their own decisions, however as with all young people we would expect parents to still be involved.</p> <p>I understand that there is a webinar coming up on mental capacity that you can get further information on. There are some great tools to help with health planning that are accessible and easy to understand. Have a look at the "Ready, Steady, Go" guidance for transition that was created by Southampton Hospital.</p> | <p>Mental capacity information and resources: https://www.preparingforadulthood.org.uk/search/mental%20capacity%20act%20</p> <p>"Ready, Steady, Go." http://www.uhs.nhs.uk/OurServices/ChildHealth/TransitiontoadulthoodReadySteadyGo/Transitiontoadulthood.aspx</p> |
| <p>Is there a funded initiative to identify potential employers for supported internships in local areas? There are not enough job placements currently and often young people end up on job placements that they don't want and haven't chosen. Wouldn't like to think that would happen with supported internships</p> | <p>There is quite a lot going on around employment opportunities through a number of different initiatives, but this varies locally. Information should be available on the local offer.</p> <p>Mencap are currently working nationally to link employers with schools and colleges through a national database. This includes identifying potential employers for supported internships.</p> <p>There is Disability Confident programme which is a DWP initiative for employers. The Department of Work and Pension have some initiatives through Job Centre plus. People can get support from age 16 with things like work experience through JCP but if they are in receipt of Job Seeker Allowance.</p> <p>It is important that young people with more complex needs are supported by a trained job coach to ensure that any work experience from a placement or employment are based on an in-depth understanding of their interests and skills. – A trained job coach will also understand the business case for employers to engage with providers for SIs, traineeships and apprenticeships. This will ensure that</p> | <p>https://www.mencap.org.uk/about-us/our-projects/right-place-work-placements-send-learners</p> <p>https://www.gov.uk/government/collections/disability-confident-campaign</p> <p>https://www.gov.uk/government/publications/help-and-support-for-young-disabled-people-to-find-and-stay-in-work/help-and-support-for-young-disabled-people-to-find-and-stay-in-work</p> |

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| | <p>young people get the right work experience and employers get the right young person! Ensuring people are trained is key. We have seen some good developments around Supported Internships (see links above).</p> | <p>https://www.base-uk.org/training-and-consultancy</p> |
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